

William Green Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	William Green Elementary School
Street	4520 West 168th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 370-3585
Principal	Christine Kim
Email Address	christine_kim@lawndalesd.net
School Website	green.lawndalesd.net/
County-District-School (CDS) Code	19-64691-6014930

2022-23 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Ms. Virginia Castro
Email Address	virginia_castro@lawndalesd.net
District Website Address	www.lawndalesd.net

2022-23 School Overview

School Description:

William Green School consolidates Federal Title I funds in a school-wide program for the instructional support of all students primarily students with needs. Green is one of eight schools in the Lawndale Elementary School District. Located in a small, low to middle socioeconomic community in the heart of the South Bay, Green School has approximately 560 TK-5 students, who come from a diverse background. Eighty-one percent (81%) of our students are Hispanic; approximately 37% of our students are English Learners;. Approximately 91.3% of our total students participate in the free/reduced meal program.

The skills and efforts of the staff have made Green School a place where students and adults work in an atmosphere of courtesy and positive feelings towards themselves and others. Under the school-wide program, all students benefit from Title 1 funds. Students in our Gifted and Talented Education (GATE) program, in grade 5, are offered opportunities for STEM enrichment afterschool at site through programs such as Mad Science and other small groups focused on math and science. Students with Individual Education Plans (IEPs) receive specific instruction through the team efforts of the Learning Center teachers, speech and language pathologist, psychologist, classroom teachers, and instructional coaches in ELA, Math and ELD.

Green School has one full-time Language Arts Specialist (LAS) for intervention monitoring and instructional coaching, Instructional aides provide small-group support in the area of English-Language Arts using push-in and pull-out models. In addition to the support provided by the LAS, approximately 150 students are in our after-school program, RAP, which are funded by grants. All program staff work closely and collaboratively with the teachers to ensure that the students' needs are being met. We also have a full-time Math Teacher on Special Assignment and an English Learner Instructional Resource Teacher (ELIRT) that provide our staff with instructional support in the areas of Math and ELD. Students socio-emotional needs are met by our full time Social Worker and the interns that work with her. The Title I funds are allocated toward intervention support in and out of the classroom. In addition to having a Language Arts Specialist, there are two 5 hour assistants and one 3 hour assistant. Both 5 hour instructional assistants work directly with the Language Arts Specialist and service students, the one 3 hour instructional assistant works directly with the Math TOSA and service students. Students at Green also receive intervention in the area of ELD. Students are selected using grade level universal screenings and benchmark assessments so we can ensure that the students with the most need are being serviced.

2022-23 School Overview

The staff, students, and community are dedicated to ensure that a high level of expectation of academic excellence is maintained for all our students. The vision and mission of the William Green Elementary School is to provide a learning environment where all students will be given many opportunities to maximize their potential. We are a school where staff, students and community work collaboratively to promote academic, social, emotional and physical growth to enable all students to become responsible, capable and contributing members of society. To put this mission into an operational framework, we have established our motto "Eagles, SOAR, high." The letters in the word soar are the areas of focus based on our beliefs below. At William Green Elementary students Stay Safe, Own their Actions, Act with kindness, so we are ready to learn. Our school mission statement is William Green Elementary is a community of life-long learners. Together we are safe, kind, and responsible. This mission is consistent with State and District Guidelines. We believe William Green Elementary School is an Educational Partnership that is a collaboration of families, students, teachers, classified personnel, administrators and the community. We are dedicated to producing lifelong learners who will become positive contributors and producers in our future society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	90
Grade 2	97
Grade 3	79
Grade 4	111
Grade 5	104
Total Enrollment	586

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	0.0
Asian	2.6
Black or African American	3.6
Filipino	0.0
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.8
White	3.8
English Learners	35.5
Foster Youth	0.7
Homeless	1.5
Migrant	0.0
Socioeconomically Disadvantaged	89.8
Students with Disabilities	9.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	100.00	224.80	94.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.42	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.50	3.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	3.60	1.54	18854.30	6.86
Total Teaching Positions	24.00	100.00	239.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	100.00	234.70	94.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.20	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.10	1.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.40	11953.10	4.28
Unknown	0.00	0.00	6.00	2.45	15831.90	5.67
Total Teaching Positions	25.00	100.00	249.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. A Social Studies series was adopted for the 2007-08 school year, Science textbooks and materials were adopted in 2008-09 and Language Arts textbooks and materials were adopted for the 2017-18 school year. Everyday Math from McGraw Hill was adopted for the 2015-16 school year from the most recent list of Common Core Standards materials by the California Department of Education.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	Everyday Math McGraw Hill	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0
Foreign Language	N/A		NA
Health	N/A		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

At William Green, we are exceedingly proud of the quality of our school facility and its support of teaching and learning. The two-year modernization of our campus was completed in May 2002. Originally built in 1952, all permanent classrooms, offices and buildings received a comprehensive upgrading. The school has 46 classrooms, a multipurpose room, a library, preschool classrooms, program office, workroom and administration building. Bungalows were added each year from 2000-2003 to accommodate an expanding enrollment and Class Size Reduction.

The school playground area in combination with the park facilities, provide demarcated play and sports areas that support our standards-based physical education programs. In addition to the modernization of our classrooms, the 1.9-acre park adjacent to our school (William Green Park) was fully upgraded and improved in Fall 2014. Complete with a baseball diamond, large grassy field, basketball courts and two large play apparatuses, this facility is used by our students for recesses and P.E. and noon sports during the school day, and as a community park after school and on weekends. A chain-link fence lines the perimeter of the park and is kept locked during school hours.

Improvements made after modernization

- Installation of filtered drinking fountain and bottle refilling station
- A complete Kitchen renovation was completed in 2015.

Measure L and ESSER funded facility Improvements 2017-2021

- Painted exterior of all buildings, fences, and external metal surfaces
- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Replaced all HVAC heat pumps with new units throughout campus
- New carpet in rooms 25-37

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

William Green School takes great efforts to ensure that its campus and student learning environments are clean, safe and functional consistent with the Williams Act. Uniform Complaint Procedure notifications are posted in all classrooms and offices. The district governing board has adopted cleaning standards for all schools in the district. Restrooms have been upgraded and are monitored at regular intervals throughout the day by the custodial and administrative staff. 100% of toilets, faucets and hand dryers are functional. The principal and assistant principal work daily with the custodial team to develop cleaning schedules and target areas to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An electronic work order process is currently used to facilitate efficient service, provide regular status reports and ensure that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

April 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Some high storage and clutter, corrected
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Blocked pull station, cleared
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	31	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	290	96.67	3.33	36.21
Female	165	158	95.76	4.24	34.18
Male	135	132	97.78	2.22	38.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	252	246	97.62	2.38	34.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	55.56
White	14	11	78.57	21.43	54.55
English Learners	83	80	96.39	3.61	8.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	277	271	97.83	2.17	36.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	293	97.67	2.33	25.94
Female	165	161	97.58	2.42	22.36
Male	135	132	97.78	2.22	30.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	252	249	98.81	1.19	26.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	22.22
White	14	11	78.57	21.43	36.36
English Learners	83	83	100.00	0.00	7.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	277	272	98.19	1.81	25.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	23.15	NT	28.08	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	108	99.08	0.92	23.15
Female	64	64	100	0	18.75
Male	45	44	97.78	2.22	29.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	23.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	29	100	0	3.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	100	99.01	0.99	21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Increasing the number of organized opportunities for parents to be involved in William Green School continues to be a priority. To increase meaningful parent and family involvement in the education and daily life of the school and establish a strong productive family school partnership as an integral part of the school's infrastructure, parents are highly encouraged to:

- 1) volunteer their time preparing materials for the classroom, volunteering on field trips, and helping in the parent center;
- 2) become a part of our Parent-Teacher Association (PTA), a committee that meets to plan enrichment activities and fundraisers for the benefit of our students;
- 3) participate on our School Site Council (SSC) and English Learner Advisory Committee (ELAC), a group that discusses school-wide program goals and budget;
- 4) attend family events such as Back-To-School Night, Open House, parent workshops through Parent University, and Family Nights (covering such topics as literacy, health and fitness, technology, arts, science, and/or mathematics);
- 5) attend Parent Conferences to discuss the academic progress of their child(ren).

Other special topic workshops for parents are offered in supporting students at home with their learning. Our Language Arts Specialist, ELD coach and Math TOSA offer workshops geared to support students and families in building number sense, decoding reading, and supporting academic language for our English learners. Parent Principal Coffees have been hosted at William Green.

Finally, immediate and timely communication is important. We use Class Dojo, the Blackboard telephone messaging system and social media to keep families aware of important developments, key dates and special events and maintain a school website as well as social media pages. Parents with email addresses receive weekly correspondence electronically. Every effort is made to ensure that all home/school communication goes home in the primary languages of our students. For organized opportunities for involvement contact the William Green School office, (310) 370-3585, and ask for our Community Liaison.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	615	606	194	32.0
Female	325	320	95	29.7
Male	290	286	99	34.6
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	7	41.2
Black or African American	26	23	7	30.4
Filipino	1	1	0	0.0
Hispanic or Latino	513	508	166	32.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	22	22	8	36.4
White	23	22	2	9.1
English Learners	245	243	81	33.3
Foster Youth	6	5	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	547	544	177	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	67	29	43.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	0.93	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.49	0.00	1.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.31	0.00
Male	0.69	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.49	0.00

2022-23 School Safety Plan

We have made it a top priority at William Green to plan and implement procedures that ensure the safety of all students. During the school day, all gates are locked and all visitors must enter through the administrative offices and follow a visitor procedure with the RAPTOR system. The RAPTOR system supports our office staff by notifying school staff with any alerts that need to be monitored for our students' safety. All parents, guardians or older siblings of students in grades TK-3 must make direct contact with their primary child's classroom teacher before that child is released. Before school, children on school grounds remain in designated areas and are under the supervision of personnel hired by the school and District. Children participating in school sponsored after-school activities are either under the supervision of credentialed teachers or after school program personnel hired by the District for that purpose.

William Green developed a comprehensive School Safety Plan. The comprehensive plan was reviewed and updated by staff in October of 2022 with more reviews and updates scheduled throughout the year. This plan provides for emergency procedures for all events, including fire, earthquake, disasters, lockdown, terrorism and police actions. This plan also covers daily procedures such as locked gates, closed campus guidelines, visitor sign-in procedures and supervision. As a school we participate also in safety drills such as earthquake, fire, and lockdown drills to practice procedures and routines. To ensure effective communication in case of emergencies, we also implemented the IP speaker system school-wide which allows for direct intercom communication via speakers to all classrooms and common areas both inside and outside of our buildings.

Due to COVID-19 impacts, the district has developed the Ready, Together plan. This supports our school and students with COVID related concerns and supports our community in staying healthy and informed under the direction of the Director of Risk and Safety.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	23		3	
2	24		4	
3	22	1	4	
4	27		4	
5	33			
Other	20	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	25		4	
2	25		3	
3	26		4	
4	27	1	1	1
5	28	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	18	2	3	
2	23		4	
3	25		3	
4	22	2	3	
5	21	2	3	
Other	5	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8356.85	1620.85	6736.01	93598.60
District	N/A	N/A	6736.01	\$96,218
Percent Difference - School Site and District	N/A	N/A	0.0	-2.8
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	2.1	10.1

2021-22 Types of Services Funded

Additional support services to students include: in-school intervention support in reading, math and ELD, opportunities for before- and after- school tutoring in ELA and math, one full time Language Arts Specialist, Math TOSA, ELIRT, Social Worker, 2 literacy aides, 1 math aide and a library media clerk as well as a community liaison. Support is provided through instructional coaching, in-class intervention, and out of class intervention. Our school provides Response to Intervention and uses a multi-tiered approach to supporting students. As a staff we use staff meetings, grade level meetings, and early release site meetings to improve our tier 1 best first instruction. We also regularly review class data profiles and school-wide data to determine other tiers of support using structured collaboration.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,949	\$51,591
Mid-Range Teacher Salary	\$88,379	\$79,620
Highest Teacher Salary	\$109,080	\$104,866
Average Principal Salary (Elementary)	\$143,873	\$131,473
Average Principal Salary (Middle)	\$148,718	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$229,950	\$205,661
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of Socio emotional learning, Math, ELA and ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13